DOCUMENT RESUME

ED 321 883 PS 018 947

AUTHOR Benony, Myrtle L.
TITLE Developing Effective Classroom Management Strategies for Enhancing Self-Concept of Intermediate Alternative Education Students.
PUB DATE Jun 90
NOTE 43p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Behavior Modification; *Classroom Techniques; *Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Elementary School Students; High Risk Students; Intermediate Grades; Learning Centers (Classroom); Listening Skills; Nontraditional Education; Program Effectiveness; Program Implementation; *Self Concept; *Time on Task

ABSTRACT

A practicum was designed to improve the self-concepts of intermediate grade students and reduce behavior problems in their class. The practicum was implemented for 10 weeks in an alternative education class of 14 low socioeconomic status students with moderate learning and behavior problems. The three strategies employed were: (1) daily peer group discussions for the purpose of assessing behavior; (2) parent contact through daily and weekly progress reports; and (3) a system of rewards. As a result of the practicum intervention, students' negative behaviors decreased and on-task behavior improved. Teacher and students were able to go beyond negative behavior and conflict rooted in low self-esteem and get on with learning. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED321883

DEVELOPING EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR ENHANCING SELF CONCEPT OF INTERMEDIATE ALTERNATIVE EDUCATION STUDENTS

by
MYRTLE L. BENONY

A Practicum Report
submitted to the faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June, 1990

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Myrtle L. Benony
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 018947

BEST COPY AVAILABLE

Table of Contents

	Page
Title Page	i
Authorship Statement	iii
Abstract	iv
Observer's Verification	v
Chapters	
I. Purpose	1
II. Research and Solution Strategy	10
III. Method	19
IV. Results	26
V. Recommendations	31
Reference List	32
Appendices	
Appendix A: Student Behavior Rating Scale	34
Appendix B: Student Weekly Record Keeping Form	35
Appendix C: Student Daily Behavior Rating and Homework Check Sheet	36
Appendix D: Weekly Progress Report	37

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted and editorial practice. I have this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Myrtle L. Benony

MYRTLE L. BENONY

ABSTRACT

Developing Effective Classroom Management Strategies for Enhancing Self Concept of Intermediate Alternative Education Students.
Benony, Myrtle L., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Self Concept/Behavior Modification/ Classroom Management/

This practicum was designed to improve self-concept and reduce classroom behavior problem in intermediate grade students. Improvement in self-concept may facilitate improvement in other areas such as learning and achievement, and one's own behavior. Based on the assumption that problems of the at-risk, low-achieving students lie at least in part with low self-concept, then the classroom atmosphere may be influential in the development of a positive self-concept and in initiating a desire for students to stay on task with classwork.

This program implemented three strategies for improving behavior and enhancing self-concept:

1. Daily peer group discussions to assess behavior.
2. Parent contact through daily and weekly progress reports and,
3. A point system to earn rewards.

As a result of this practicum, students' negative behavior decreased and "on task" behavior improved. The point system used in this practicum was structured and detailed. Teachers can design simpler systems to fit in to a regular classroom situation. Informal teacher responses indicated a need to increase classroom management techniques to meet the needs of various situations that arise in the classroom. To determine the success of the program, evaluative instruments were administered at the beginning and at the end of the study, measuring behavior and academic performances.

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Developing Effective Classroom Management Strategies for Enhancing Self Concept of Intermediate Alternative Education Students

Student's Name Myrtle Benony

Program Site Bayshore Elementary Date 5/30/90

Observer's Name Henry Parish Henry Parish
(please print---------and sign)

Observer's position Principal Phone # 340-4720

Observer's comment on impact of the project (handwritten): The above project activity was conducted by Mrs. Benony this school year (1989-90). I observed improved positive behavior exhibited by her students.

CHAPTER I

PURPOSE

School and Community Setting

This study was conducted in one of the fastest growing school districts in the state, and in the nation. New schools are being built annually and older facilities are being renovated. The elementary and secondary schools are accredited by the Southern Association of Colleges and Schools. Qualified teachers and administrators are engaged in ongoing professional training and development. This affirms the school district's commitment to a rigorous educational system with broad educational standards. The school site selected for this study is in a suburban area of the country. A range of socio-economic status is represented. The enrollment for the 1989-1990 school year included a total of 813 students; 170 black, 619 white, and 24 others.

The instructional personnel includes 29 regular educational teachers serving grades kindergarten through sixth. Three exceptional education teachers serve specific learning disabled and emotional

handicapped students. One alternative education teacher works with students who are considered to be at risk for school failure. Other faculty members include two music teachers, two physical education teachers, one guidance counselor, one computer education teacher, one PREP specialist, one media specialist, and a school psychologist. A maintenance staff of five, and a food service staff of six serves our school. These dedicated people work together to maintain a status identified by the county's handbook as, "being one of the best schools in the county."

The writer believes that providing a quality education for all students is a challenge for each school system. Many students need extra help in developing self-esteem, self-confidence, and values necessary for them to become effective learners, and independent, responsible citizens.

This study examined a class of alternative education students from predominately lower socio-economic families. These students had been identified as having significant learning and behavioral problems, yet did not meet eligibility criteria for special education programs.

The writer is the Alternative Education Teacher at this school and has several years of experience in the regular education program. Techniques and strategies drawn from school districts in three states were utilized to encourage motivation in the learner.

It is expected that an alternative education approach utilized at the intermediate grade level will help resolve student problems before high school begins. Problems with on task behavior, delinquency, truancy, drug and alcohol abuse, and the potential dropouts can be prevented or reduced.

Problem Statement

Adolescents with learning problems usually display characteristics of having low self-concept, defined as the way one feels about one's self. Lerner (1988) writes that "low self-concept and low self-esteem result from years of failure and frustration. Learning disabled adolescents feel little confidence that they can learn and achieve." (p. 250)

This program consists of 14 students: six - fourth graders, aged 10, 11 and 12; four - fifth graders, aged 11 and 12; four - sixth graders, aged 12 and 13. School records show 13 students in this group

were retained in an earlier grade. Seven students were retained more than one time. Only one of the 14 students had not been retained. All of the students in this program have been referred to the school's Child Study Team for evaluation. Twelve of the 14 students in this program did not qualify by state standards for placement into a special education program. Two students were recently taken out of a special education program by parents' requests.

Students in this target group have demonstrated low self-concept behaviors which interfere with the learning process, and interrupt their experiences in school.

Student behaviors targeted in this group are indicative of potential drop-outs as characterized by multiple discipline referrals, grade retentions, and poor attendance records. Many absences are the result of student suspensions.

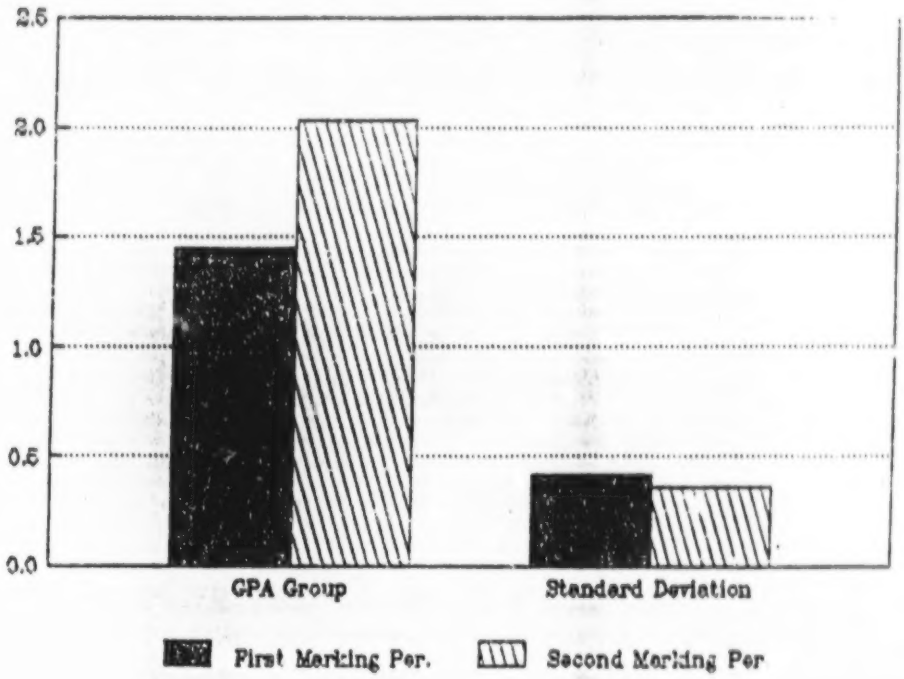
Attendance for this target group of 14 students during the 1988-1989 school year averaged 148 days present, and 32 days absent. This average reflects a school year of 180 days. The number of absentees is above normal for this county, if a student is to be

academically successful for promotion.

Grades from the first and second marking periods for the school year 1989-1990, show a grade point average improvement of 0.6 points, using a grade point average comparison scale of 2.5 points. (See Table 1) These students were placed in the alternative education class near the end of the first nine week marking period.

Table 1

This graph shows the target group grades for the first and second marking period using a grade point average scale

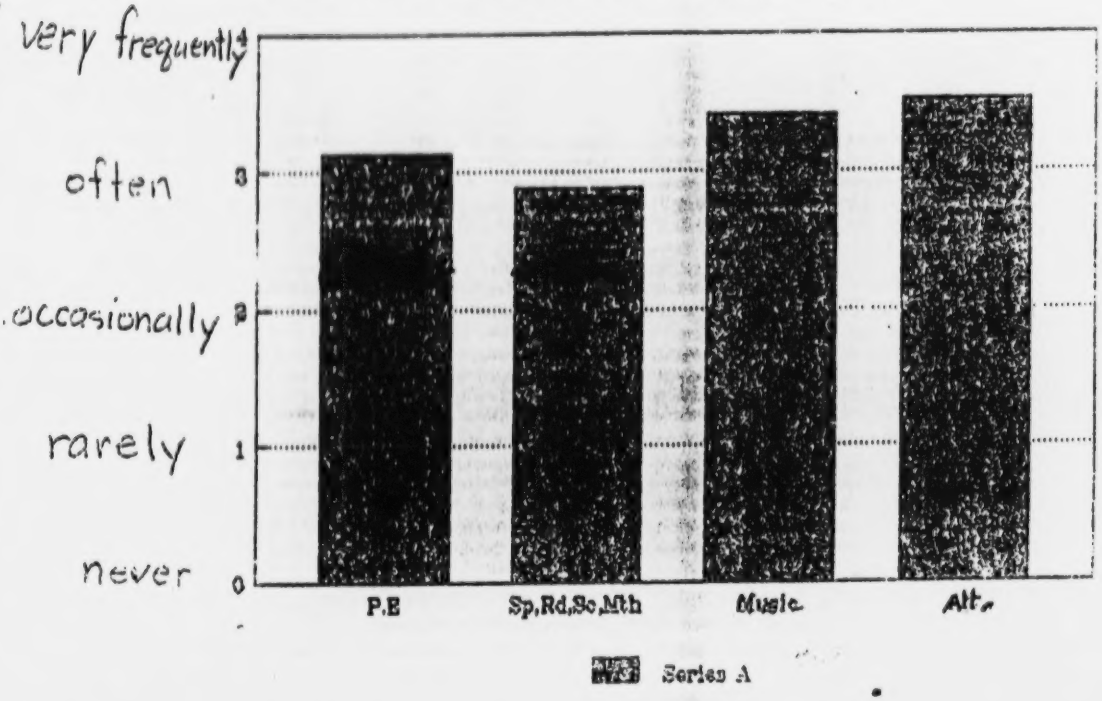


The increase in students' scores of 0.6 percent, may be the result of having smaller teacher-student ratios - 14:1, compared to an average class of 30:1. The alternative education teacher demonstrates high expectations from this group. These students were given the Standard Achievement Tests in their regular homeroom classes. This kind of academic progress is needed to show the School Board that a program such as Alternative Education is needed in most school systems.

The behavior ratings in Table 2 were measured by a teacher-made test using 16 items from the Deveraux Elementary School Behavior Rating Scale 11. On a scale of zero to four, the target groups' behavior was compared to that of students in a regular classroom situation, a music class and a regular outdoor physical education class. The ratings were done by the physical education teacher, music teacher, the regular classroom teacher, and the alternative education teacher. (See Appendix A, page 34)

Table 2

Teacher-made Behavior Rating Scale



Students behavior in physical education, music, and in the alternative education situations shows poor behavior ranging between three and four, from often to very frenquently, poor behavior. The students' behavior is slightly better when they are in their regular class periods each day for either Spelling, or for Reading, Science, and Math.

This target group may feel less threatened academically in physical education and music. They may feel more freedom in the alternative education class. This could be one reason for poor behavior in those classes. In the regular classroom, students may be inclined to restrain poor behavior for fear of having to expose poor academic abilities.

Results from the behavior ratings may also conclude that the students:

- demonstrate a lack of sufficient involvement in the traditional school program to achieve success because interests, needs, or talents are not being met in the regular classroom.
- displays persistent behavior which interferes with the educational process of others, and requires attention, and assistance beyond which the regular classroom provides.

Peer pressure or inept social skills, attentional deficits, and a lack of motivation are believed to be attributed to low self-concept, and poor behavior in adolescents.

As this target group of students struggle to discover who they are, the writer sought alternatives

not yet used in this program, to try and shape traditional kinds of behaviors, improve grades and attendance. It is expected that a classroom management program will improve on task behavior and self-concept of these students.

Outcome Objectives

The writer will seek to improve student self-concept through an alternative classroom management program. A feeling of success is needed to help students perform more effectively in a regular classroom setting. An attempt will be made to improve academic achievement, insufficient self-control, peer relationship, and low self-concepts of these students.

During a 10 week intervention period, students in the target group will improve their "on task behavior" by 30 percent, while using the classroom listening center, as measured by teacher tabulation chart.

Over a period of 10 weeks, 75 percent of the target group will improve self-concept by at least 30 percent, as measured by the Teacher-made Behavior Rating Scale.

CHAPTER II

Research and Solution Strategy

A critical area of development that affects how one learns and behaves is the area of self-concept. Oratz (1986) states that:

> Formation of self-concepts begins in infancy and continues throughout our lives. As we absorb experiences and other people's reaction to us, we form attitudes and impressions about ourselves. Thus self-concept - the total picture we have of ourselves - does not grow in insolation. How others relate to us is a critical factor in how we see ourselves. (p.18)

"Low self-concept is believed to be more evident among students from low socio-economic backgrounds, single parent homes, bilingual, and bicultural homes." (Oratz 1986). Students that have low academic achievement, poor peer relationships, and lack successful experiences in school, are those who are most likely to experience low self-concept.

Many cultural changes affect our modern society. Changes such as religious, technological, and social. Brown (1986) believes that in many cases children have to live biculturally and bilingually in today's

society. Many of these children have to go through changes. They are in a classroom setting during the daytime, and at nights leave for home, where the only language spoken may be the native language. Teachers that are of different races and ethnic backgrounds, may not understand the students' culture. Many times a teacher will make a cultural statement that students do not agree with. This kind of situation can become very confusing for the students. Students from homes with strong cultural ties may not have problems with self-identity. This is not true for children from poverty-stricken homes, and homes where parents are drug and alcohol abusers. For students that are a minority in the classroom, teachers have to work for self-identity for them.

This target group of alternative education students consists of 11 blacks and three whites. Strategies incorporated into the weekly academic assignments could include strategies to promote ethnicity, and family belief systems. Establishing family heritage with links to academic learning could develop interests in students that might increase self-concepts. "Instruction which encourages the

development of a positive self-concept based on exploration of cultural heritage can be a basis for success for low achievers." (Clesea, and Shulman, R. 1984, p. 20).

Both schools and parents can help foster self discipline by providing good examples, such as, being punctual, keeping commitments, and exemplying positive attitudes.

Turner, T. (1986) writes, "the key to success for at risk students is that faculty and administrators must believe that these students can succeed." A positive attitude is of primary importance to everyone involved in this program.

This writer believes that this target group of students have gained more self confidence, academic improvement, and reduce behavior problems through the provisions of an affective curriculum. Affective is defined as, an opportunity for students to share their thoughts and feelings with each other in a non-evaluative setting. An informal setting is expected to reduce on task behavior problems.

Students can often feel alienated in their school experiences as a result of low self esteem, and low

academic success. Turner (1985) claims success in a private school setting for problem students by having students begin on orientation day to improve self-expectancy, accepting responsibility, and attitudes toward learning. Teachers begin to measure students' self control, self esteem, academic competency levels, while establishing good relationships with them. According to Turner, these concepts and methods can work in public schools also. The program Turner used was called The Environmental Readiness Learning (ERL). These purposes were served by the program:

- allows the teacher/facilitator both to teach and measure qualities of self control, listening, concentration/attention span, willingness/ability to follow directions, and attitudes and moods.
- provides students with simple and then more difficult tasks, at which it is virtually impossible for them to fail.
- it teaches students about their physical and mental capabilities, and gives them a sense of being able to master their impulses and emotions, by fostering self-esteem, self

expectancy, and self confidence. (p.2)

Turner further states that "students are not directly helped to develop higher reading and math skills." (p.6) It provides a vehicle for them to think about why these skills are needed, and helps them develop the concentration that is required for academic work.

Turner's line has effective objectives that require faculty cooperation. This strategy must be modified for use in public schools, since public schools are mandated to teach academic courses a given number of hours per week.

The uniqueness of Turner's plan is that much more emphasis is placed on learning attitudes, responsibility for one's behavior, building success into assigned lessons, and having teachers work together to constantly measure student success in areas of self-concept, following directions, and listening concentration.

It is likely that low-concept students do not know best how to learn and remember needed skills. Berliner (1988) believes that change in the typical behavior of teachers could produce some change in student's

behavior. If more instructional time were focused on cognitive strategies for learning and memorizing, perhaps many low and average achieving students could learn and remember better.

Students in this target group are low academic achievers. This problem compounds low self-esteem and poor behavior.

Most educators at times, experience the "doubt" and "I can't do this" feeling, that many students convey after having experienced academic failure for many years. These students believe that their efforts to achieve are futile. Learner (1988) writes that, when these students do experience success, they do not believe they were responsible for the achievement. Instead, they attribute their success to some outside force, for example, luck, something the teacher did, or any easy task.

> Therefore, even the success does not bring much satisfaction or raise their confidence level. Motivating such students to put in the effort needed to learn is very difficult. Yet, the best made decisions about what to teach and the most skillful applications of how to teach will only be successful if students are motivated to learn and can attribute success to their own

efforts (Zigmond et. al. as cited by Lerner, 1988 p. 251).

As students move from elementary to secondary school, they are expected to accept increased curriculum demands. These demands require good attendance if students are to rid themselves of the "at risk" label.

It must be remembered that at times it is important to eliminate some negative behavior problems before the motivational process can become real. Many educators are convinced that there is a very high degree of correlation between student motivation and home, school or classroom discipline. "The home, in spite of the condition, holds great influence on the growth, behavior, and motivational level of the student." (Johnson and Johnson, 1988, p. 56)

Educators rely on parental support and involvement throughout a child's school years. Parents are relied on to be partners in achieving common goals of success in all academic areas of study and discipline. Discipline is defined as a process by which a student is assisted in the development of a positive self-concept.

By providing appropriate experiences and giving honest and timely praise and recognition, teachers pave the way for the students next challenge. They must know how to avoid confrontation; respect the rights of students; demand respect from students; and yet work firmly with every student.

Approach

The need to improve self-concept and behavior makes it necessary for educators to devise an effective reinforcement and measurement system for classroom management. Kaplan (1982) used this Cognitive Behavorial Approach for behavior modification:

- Define cognitive behavior (finishes work without being told).
- Decide on appropriate measurement system (counting, percentage).
- Take a baseline (how many, how often, frequency of behavior).
- Evaluate effectiveness of intervention (may or may not work).

Behavior Modification came about during the 1950's as a result of clinical and residential work. Teachers who practice forms of behavior modification attest that

the most powerful form of behavior modification is intermittent reinforcement to reinforce a desired behavior (Lerner, 1988).

Assertive Discipline (Canter, 1988) advocates teachers to utilize a systematic approach which enables them to set firm consistent limits for the students and at the same time, remain cognizant of each student's need for warmth and positive support.

Contingency Contracting is a written agreement negotiated between teacher and student so that the student agrees to do something the teacher desires, and the teacher agrees to provide something the students wants in return. Token reinforcements are accumulated to be exchanged later for a more meaningful "back-up" reinforcer. The token reinforcements may be poker chips or plastic objects which are saved to be exchanged for a more valuable object of the student's selection, such as toys, gum, comic books, pencils or candy. (Lerner, 1988).

CHAPTER III

Method

The strategies used in this program were new to this school. They were expected to improve the attendance, behavior, and on-task work skills of this group of alternative education students.

For 10 weeks of implementation, the Assertive Discipline Rules (Canter 1988) were amended to: 1) work on-task; 2) stay in assigned area; 3) finish task; and 4) meet task expectations. The rules were reiterated daily, and students were reinforced for following rules.

Plan

A behavior modification plan allowed four students to receive a tangible reward each day, and everyone be rewarded weekly with a popcorn party on Fridays. Two bulletin boards and one name chart were used for points. Students earned 500 points on the "Go for the Goal" board. (See Table 3). The students' names would be moved along the board horizontally during group discussions at the end of the day. Students voted to determine the number of points each person earned. An individual record form was used to keep a total of

daily and weekly points. (Appendix B: page 35). The level board was color coded green, yellow, and red. Students' names moved vertically to one of the color areas. (See Table 4). A level one student is green, level two is yellow, level three is red. Definitions for level one, level two, and level three were written on a chart, and posted in the classroom (e.g. A level one student is positive to self and others).

A level one student has several privileges (e.g. free time, tutoring in another class, work as teacher's aide, etc.). A level two student has some privileges, but less than level one. A level three student has no privileges. Students were allowed to earn extra points on levels two and three, to improve daily and weekly points, and levels.

The name chart was used to reward students in each level with a corresponding color sticker, such as a star or happy face. The stars were placed on a horizontal line alongside the students' name. (See Table 5). Each Friday, students' weekly points were totaled. Students with 400 - 500 points may participate in the popcorn party, others may not.

TABLE 3
"GO FOR THE GOAL" Bulletin Board

	Mon.		Tue.		Wed.		Thurs.		Fri.
	50	100	150	200	300	350	400	450	500
Mary									
John									
Joe									

TABLE 4
"LEVELS" Bulletin Board

Level I	(Green)	John
Level II	(Yellow)	Mary
Level III	(Red)	Joe

TABLE 5
NAME CHART

Mary			
John			
Joe			

All students earned raffles for any positive behavior displayed while in the lunchroom or during any academic oral activity (e.g. reading, social studies). At the end of each day, all raffles were placed in a box. Four names were pulled, and those students earned a reward, chosen from a box of inexpensive objects, or coupons for a fast food item from a local Partner in Education.

Teacher-made daily behavior ratings/homework check reports were sent home everyday for parents to check, sign, and return. (Appendix C: Page 36). Students did not earn any points if progress reports were not returned. An academic progress report was sent home once a week. (Appendix D: Page 37). This wide variety of interventions provided for students in this program allowed the teacher involved to make needed corrections during mid-course evaluations.

For this project, parental involvement was expected through progress reports, and through educational activities of the student. The school administrators were involved whenever discipline problems were severe. The guidance counselor was expected to give counseling sessions to students for

social and conduct problems. The teacher adapted several ideas from research into this implementation plan.

Research

Most research shows that teachers make a difference in a student's behavior and learning by:

- respecting the individuality and uniqueness of each child.
- displaying appreciation of the child's culture.
- responding positively to each individual student.
- promoting a classroom climate to which children are guided to respond positively to one another.
- giving praise and recognition for what each child learns.
- providing students with the opportunity to work independently and in groups.
- affording students the opportunity to be part of the decision making process, and by continually offering acceptance, encouragement, understanding, and support for

each child. (Oratz 1986, p. 19).

The teacher for this group of students implemented these strategies to the best of her ability for 10 weeks, to improve the specific learning, behavior problems, and self-concept of these students.

Mid-Course Evaluation

Mid-course evaluation changes were made to lessen students' disagreements about raffle names being pulled daily for rewards. Only four names were pulled daily, but some names did not get pulled for several days. It was agreed during group discussion to discontinue daily drawings. Students would continue to earn raffles daily for positive and on-task behavior. Raffles were saved and used to purchase reward items each Friday.

Seminars/Training Sessions

The writer had the occasion to attend two Learning Strategies workshops and one Drop-Out Prevention workshop. Several options were offered at these workshops for application to a particular school setting. One could choose the appropriate intervention that would enable students to learn, solve problems, and complete tasks independently.

Field Trips

An environmental volunteer/partner along with the teacher accompanied this group of students on two field trips to park and beaches to study plant, animal and marine life. A field trip to Sea World were among outdoor activities offered to improve self-confidence, social, and behavorial skills for this group of students.

Evaluation

As the program advanced, students cooperated with the teacher to allow for the continuation of the classroom management plan for its duration.

CHAPTER IV

Results

The teacher for this alternative education target group evaluated students daily and weekly with the ratings sheets. After a 10 week period of implementation of strategies, these students improved in self-concept, through the interventions that are most likely to contribute to the students' continued success. Much more consistency of behavioral, instructional, and improved self images were attained.

Faculty members who rated the students' behavior were asked to use the same instrument to rate the students again after the 10 week period. The teacher-made adapted Deveraux Behavior Rating test showed improved rating scores. The academic grades for this 10 week period continued to show progress on the third and fourth marking period grades as measured on the grade point average scale. (See Table 6).

Students' negative behavior was reduced in physical education, music, and in alternative education classes. (See Table 7). All students improved their "on-task" behavior at least 30 percent as stated in the

objective. Students' grades increased from 2.1 percent to 2.2 percent during the implementation period which began about the third week of the third (9 week) marking period and continued through the fourth (9 week) marking period.

Students' academic performance and behavior are believed to be strongly related. Therefore, as the intervention continued, behavior improved also.

In the alternative education classroom, the teacher observed and passed out raffles as often as possible to deliver reinforcement for all positive behaviors.

TABLE 6
This graph shows grade point averages
for the third and fourth
marking periods

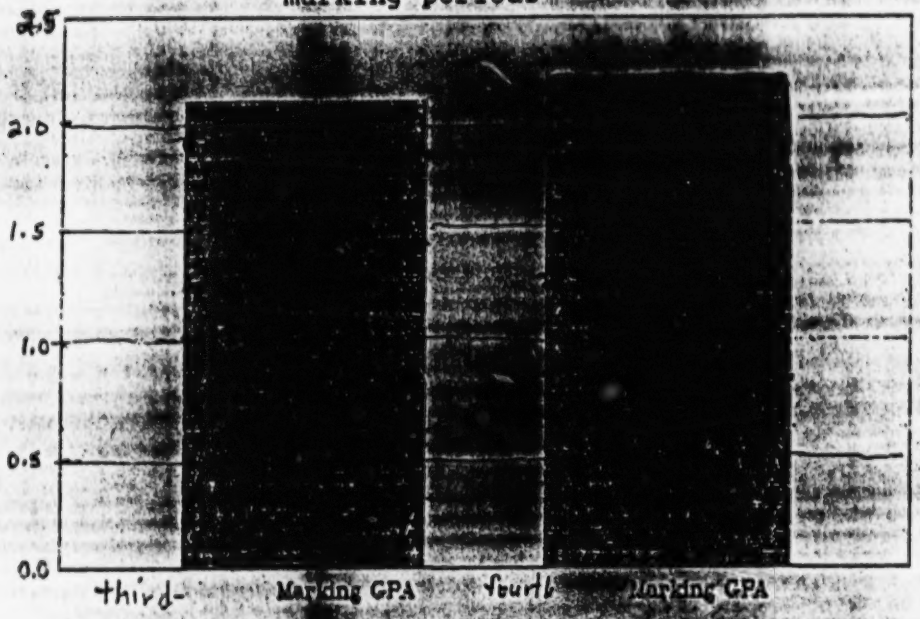
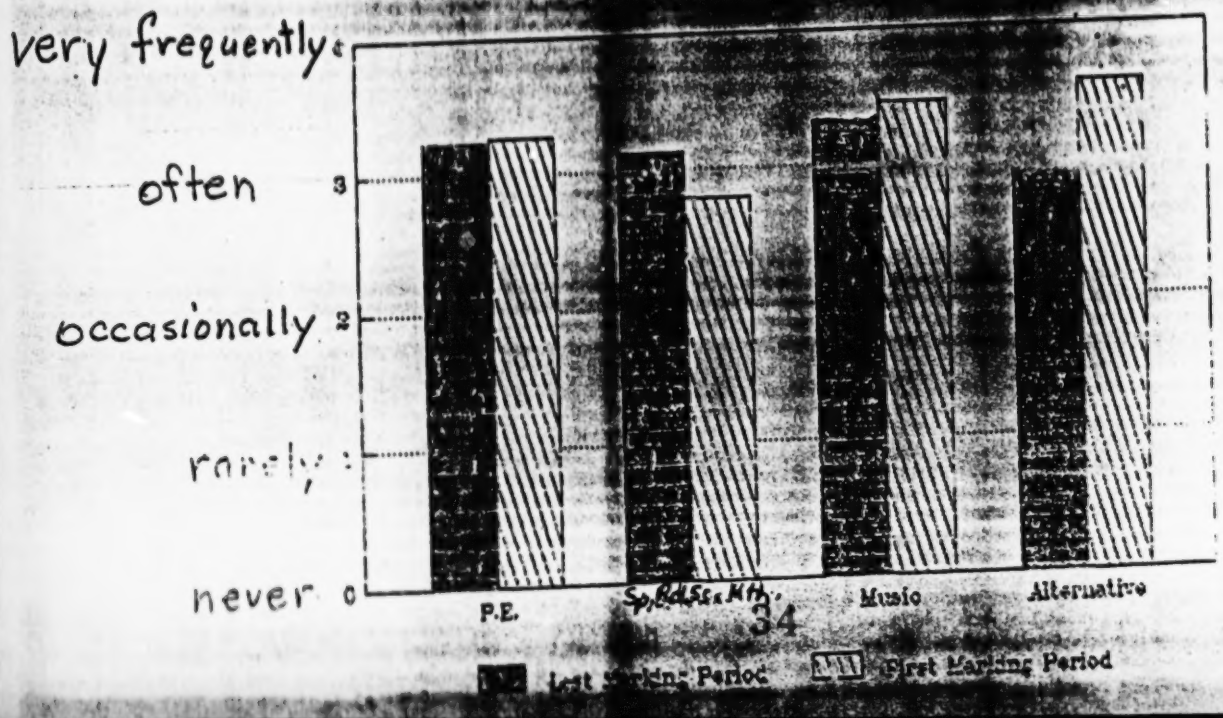


TABLE 7
Behavior Rating Scale at the end of the
Ten Week Implementation Period



The fourth and fifth grade students were mainstreamed to their regular homeroom classes for spelling. The sixth grade students were mainstreamed to their regular homeroom classes for reading, science, and math. These students were not given tangible rewards such as raffles. It is believed that this is one reason for the lower rating of students negative behavior. The structured environment in the alternative education class and the reward system is likely the reason for improved negative behavior. Physical education and music classes are less rigid and probably "fun" for these students. Their negative behavior improved in these classes also.

The on-going parent involvement in this program was accomplished. As stated earlier in this study, parental participation in behavior interventions was expected to have an effect on target behaviors. During this study, parents received daily behavior rating sheets and weekly academic progress reports. These forms were signed and returned to the teacher. In addition, random follow-up parent contacts were made.

After the mid-course changes were made to cancel the daily task of pulling four names for a reward, the

duration of the program was successful. Students looked forward to the weekend anxiously to "buy" items from the classroom store with raffles earned during the week.

In conclusion, the major advantage of the intervention was the cooperation of students and parents involved. By using this classroom management plan, the teacher and students were able to go beyond crippling behavior and low self-concept conflicts, and get on with learning.

CHAPTER V

Recommendations

Plans to make this Behavior Modification strategy on-going by presenting it to all the alternative education teachers in this county were accomplished. This presentation and discussion of the strategies took place at one of the regularly scheduled meetings. Most of the alternative education classes serves grades four through six. It was recommended that those educators use this program or an adapted form. At this school, the principal will be given a copy for future references whenever needed.

At this time, no manual or handbook is planned for these strategies.

REFERENCE LIST

Berliner, David. "Are You Teaching Students The Right Skills for Learning?" Instructor Feb. 1987.

Brown, Violet H. The Intergration of Self-Identity and Self-Esteem through Cirriculum Development, Chicago: Native American Educational Services, 1986. ERIC ED 281 707.

Canter, Lee and Canter, Marlene. Assertive Discipline Elementary Resource Materials Workbook, 1981.

Clesca, Monique, and Schulman, Robert E. Project L'Ouverture, New York: Office of Educational Evaluation, 1982-1983. ERIC ED 238 987.

Hood, Emily. Emplementing a Program of Effective Instructional Patterns to Decrease Disruptive Behavior in an Elementary School and on the School Bus, New York: Office of Educational Evaluation, 1988. ERIC ED 300 125.

Johnson, Simon O., and Johnson, Verna J. Motivating Minority Students, Springfield, IL: Charles C. Thomas, 1988.

Kaplan, Joseph H. Beyond Behavior Modification: A Cognitive Behavior Approach to Behavior Management in the School, Pro-ed, 1982.

Lerner, Janet W. Learning Disabilities, Dallas: Houghton Mifflin, 1988.

Oratz, Rosalyn; et. al. Guidance Every Day: A Helping Manual for Teachers of Grades 4-6. Brooklyn, N.Y. 1986. ERIC ED 288 129.

Turner, Tom. Learning How to Learn: An Affective Curriculum for Students At Risk of Dropping Out of School, New York: Public Education Assoc., 1985. ERIC ED 299 366.

APPENDICES

APPENDIX A

Student Behavior Rating Scale

These items were selected from the Devereux Elementary School Behavior Rating Scale II. Please rate _____ as compared with the average child in _____ _____.
Results will be kept confidential.

Very Frequently 5 | Often 4 | Occasionally 3 | Rarely 2 | Never 1

Rating		Item
_____	1.	Poke, torment, or tease classmates?
_____	2.	Quickly lose attention when teacher explains something to him?
_____	3.	Start working on something before getting the directions straight?
_____	4.	Just sit around and not participate?
_____	5.	Get upset or angry when having difficulty understanding something?
_____	6.	Verbally belittle others?
_____	7.	Break classroom rules?
_____	8.	Work well with peers?
_____	9.	Persist when something is difficult or demands more than usual effort?
_____	10.	Cooperative with other children by sharing equipment or materials?
_____	11.	Able to work independently with little or no supervision?
_____	12.	Prone to blame the teacher, the test, or external circumstances when things don't do well?
_____	13.	Unwilling to go back over his work?
_____	14.	Sensitive to criticism or correction about work?
_____	15.	Achieving academically (compared to the average child his age and grade)?
_____	16.	Achieving academically (considering his own ability)?

Teacher Name_____

APPENDIX B

WEEKLY INDIVIDUAL RECORD KEEPING FORM

NAME	HOMEWORK	READING	SCIENCE	SOCIAL STUDIES	ART P.E. MUSIC	MATH	LANGUAGE ARTS	CENTERS 1	2	3	LEVEL	POINTS	TOTAL
MONDAY													
TUESDAY													
WEDNESDAY													
THURSDAY													
FRIDAY													

APPENDIX C

Student Daily Behavior Rating and Homework Check Sheet

Name_____ Date_____

Homework: Returned _____ Not Returned _____

Satisfactory ____ Not Satisfactory _____

Behavior Ratings: 5-Excellent 4-Good 3-Fair
2-Needs Improvement 1-Poor

Puts Forth Best Effort	5	4	3	2	1
Stays on Task	5	4	3	2	1
Follows Class Rules	5	4	3	2	1
Completes Assignments	5	4	3	2	1
Acts Appropriately	5	4	3	2	1

Homework for Today:

Reading:_____

Spelling:_____

Language:_____

Science:_____

Social Studies:_____

APPENDIX D

Weekly Progress Report

Name_____ Date_____

S/SATISFACTORY (A,B,C,& D)

U/UNSATISFACTORY (F)

SUBJECTS	EFFORT GRADES
Spelling	
Math	
English	
Social Studies/Fla. Hist.	
Science/Health	
Writing	
Reading	
Art	
Conduct	

Comments:

_____
Parent/Guardian Signature